



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

2 4 5 0 3 5 3 4 7 9 2



LANE MEDICAL LIBRARY STANFORD

Welch, W. H.
Remarks at the presentation
of the candidates for the
degree of doctor of medicine.

LANE



LIBRARY

ORY OF MEDICINE
IATURAL SCIENCES

AMERICAN BOOK NOTE CO. LONDON

Photomount
Pamphlet
Binder
Gaylord Bros., Inc.
Makers
Stockton, Calif.
PAT. JAN. 21, 1908

REMARKS AT THE PRESENTATION OF THE CANDIDATES
FOR THE DEGREE OF DOCTOR OF MEDICINE AT THE
COMMENCEMENT OF THE JOHNS HOPKINS
UNIVERSITY, JUNE 14, 1898.

BY WILLIAM H. WELCH, M. D.,
Dean of the Medical Faculty.

[From *The Johns Hopkins Hospital Bulletin*, No. 88, July, 1898.]

42



REMARKS AT THE PRESENTATION OF THE CANDIDATES
FOR THE DEGREE OF DOCTOR OF MEDICINE AT THE
COMMENCEMENT OF THE JOHNS HOPKINS
UNIVERSITY, JUNE 14, 1898.

BY WILLIAM H. WELCH, M. D.,
Dean of the Medical Faculty.

*Mr. President, Gentlemen of the Board of Trustees, Ladies and
Gentlemen:*

As this is only the second class to receive the degree of Doctor of Medicine from this University, it will not be inappropriate, before presenting the candidates for the degree, to say a few words concerning the development and aims of the recently organized Medical Department of the University.

Through the munificent gift of Miss Mary Elizabeth Garrett, added to a smaller but generous contribution from other public-spirited women, and supplementing the available resources of the University and Hospital, the Trustees of the University were enabled to open the Medical Department for the instruction of men and women on the second of October, 1893. At two previous commencement exercises the opportunity has been afforded me to present in some detail the plan of organization and the purposes of the new Medical School, and it is not necessary to repeat what was then said.

We began five years ago with only the first year of the course organized, with a teaching staff of fifteen, and with an entering class of students numbering eighteen. A year from last October the organization of the entire four years' course was completed, and last June we graduated our first class of fifteen students. During the academic year now closing 167 students have been enrolled as candidates for the degree of Doctor of Medicine, 26 in the fourth year, 34 in the third,

44 in the second, and 63 in the first. All of these are college graduates, and before admission spent a year or more in the study of chemistry, physics and biology. In addition, 69 physicians have been in attendance upon special courses or have engaged in research, making a total attendance of 236. The teaching staff numbers 53, of whom 21 are professors, clinical professors or associate professors. The steady growth of the Medical Department with each succeeding year has, therefore, been most gratifying and has laid to rest the fears, which some at first entertained, that our high standard of admission, necessitating not only a degree in arts or science, but also a good practical training in physics, chemistry and biology, with a reading knowledge of French and German, and acquaintance with Latin, would restrict unduly the number of students.

Not less significant is the national character of this Medical School as shown by the distribution of the students among the several States. 30 are credited to Maryland, but of these a number have made this their home only since entrance into the School. Of the remainder, 32 come from New England, 22 from the Middle States, 27 from the Southern, 38 from the Middle West or Central States, 13 from the West (11 being from California), and 5 from Canada, Hawaii and India.

47 colleges are represented, the *Johns Hopkins University* by 31 students, Yale by 29, *Harvard* and the University of Wisconsin by 9 each, Wellesley and *Smith* by 7 each, the Leland Stanford Jr. University and the University of California by 6 each, and Princeton, *Williams*, Amherst, Vassar, Cornell, the University of Chicago and other colleges by smaller numbers.

But more significant than the growth of the School in numbers or the wide area from which our students are drawn are the contributions to the advancement of medical education in this country which we may fairly claim to have made. The mere addition of a new medical school to an already overburdened list can hardly be regarded as a meritorious act. We have realized from the start that unless we had something to contribute to the promotion of medical education and knowledge, there was no reason for our existence. No one familiar with the conditions of medical education in this

country could fail to see that the opportunity existed to do for medical education what this University has accomplished for university education in this country. With the inspiration of such an example and with these high ideals before us, what better place could be found for such a work than in this University and in the city of Baltimore? It would occupy too much time on this occasion to enter into details upon this subject, but concerning two or three of the more distinctive features of this medical school I shall ask permission to say a few words.

We have raised the requirement as to the training preliminary to the study of medicine to a point not only beyond that of any other medical school in this country, which in view of the former low demands in this respect might not signify much, but to one equal to, if not in advance of, that of any foreign university. This high standard of admission, instead of proving a weakness, has been one of the main sources of our strength. It has secured for us students whose average fitness for the study and practice of medicine is unquestionably greater than has been hitherto attained in our medical schools, and it has brought to us not a few of unusual capacity and promise. Students are attracted to an institution where their associations are wholly with liberally educated classmates, and the resulting tone and morale of the School are elevated, in welcome contrast to the traditional conception of the social and moral atmosphere of a medical school. It is evident that far better methods of teaching and better results can be secured with highly trained students than with those without adequate preparation.

While we designate our required period of medical study as four years, it is in reality from five to six years, for we relegate to the period of preliminary collegiate training the study of general chemistry, physics and biology, which are included in the medical curriculum of many schools, especially in Europe. The study of these sciences, which is justly considered to be an essential part of a thorough medical education, can be pursued to greater advantage in a college or university than in a medical school, and the arrangement which we have adopted adjusts itself readily to the existing conditions in our best colleges and universities.

Coming to us with this exceptional training, our students have a right to expect exceptional advantages for the study of the profession which they have chosen, and, so far as our resources permit, we have endeavored not to disappoint them in this respect. The aim of the School is primarily to train practitioners well grounded in the fundamental medical sciences and in practical medicine and surgery and their branches. We have broken completely with the old idea that reading books and listening to lectures is an adequate training for those who are to assume the responsible duties of practitioners of medicine. Anatomy, physiology, physiological chemistry, pathology, bacteriology, pharmacology and toxicology are taught during the first two years by practical work in the laboratory, and in the last two years disease is studied in the dispensary and at the bedside, not merely as it is described in books.

At the beginning we had only one laboratory building; in 1894 we were provided with a second commodious building, the Women's Fund Memorial building, intended for the various anatomical sciences; in 1896, through a generous gift to the Hospital, we were enabled to construct the Clinical Laboratory, and in the coming autumn a still larger building, now in process of erection, will be ready for the laboratories of physiology, physiological chemistry and pharmacology. We shall then be well equipped with needed laboratories, which constitute the workshops of students during the first two years of the course.

From these laboratories the students pass at the beginning of the third year directly to the Dispensary and the wards of the Hospital, where our arrangements to enable them to become practically familiar with the symptoms, the diagnosis, and the treatment of disease constitute perhaps our original and valuable contribution to the methods of teaching practical medicine. The generous co-operation of the Trustees of the Johns Hopkins Hospital, in accordance with the wish of its founder, in rendering available for the instruction of students the resources of this great institution, has placed in our power to make the years devoted to the training in the practical branches of medicine and surgery particularly attractive and efficient. They also provide for a large

of our graduates, as well as to others, opportunities to serve as interns in the Hospital.

The advantages of thus coming throughout the entire course into direct personal contact with the objects of study are not merely that the students thereby acquire a more useful and living knowledge of them, but that they become familiar with scientific methods and acquire something of the scientific spirit of investigation and of approaching medical problems. They should thus be enabled by their subsequent observations and experience to carry on an education, only begun at the medical school, and which should continue throughout their professional lives.

To obtain the best results of practical training of the kind mentioned it is of importance that the student should be brought into contact with those who are not merely teachers but also investigators. In the selection of heads of departments the Trustees of the University and of the Hospital have kept in view that a great medical school should not only teach medicine but also advance the medical science and art. We feel that we may take just pride in the number and value of the published contributions to medical knowledge by members of the staff of the School and Hospital, and, indeed, it is a sign of great promise that several of our students have already conducted noteworthy investigations, leading in some instances to important discoveries.

In a school with such standards for preliminary training and with such opportunities and methods of study, it is self-evident that the standard of attainment should also be kept high, so that the bestowal of its diploma may be a real distinction to such as attain it. In this respect the Faculty have felt a serious sense of responsibility, directed solely by the desire that no one shall be promoted to the doctorate of medicine in this University who does not measure up to the high standards which have here been set.

I have endeavored to point out in a few words the lines along which this Medical School in the short period of its existence has developed and certain of its salient characteristics. We feel that we have here an unrivaled opportunity for the development of a great medical school, devoted to higher education and the advancement of medicine. The

time is one of marvellous activity and progress in medicine, with new paths and new vistas constantly opening for exploration. We cannot occupy the vast field so fully as we desire. We need ampler resources to take full advantage of our opportunities. I know of no direction in which pecuniary investments for education will yield larger returns in advancement of knowledge and promotion of the welfare of mankind than in the endowment of higher medical education.

Medical departments of universities in this country have usually been such in name only and at best have been looked upon as step-children, out of harmony with true university life and ideals. A medical department which brings to the University only liberally educated men and women, provides a four years' course of study conducted with the best methods, cherishes the scientific spirit and contributes to the advancement of knowledge, is surely a worthy member of a university, however high its ideals. The medical department which has here been founded has been cordially received by this University as equal and coordinate with its philosophical department. This intimate union of Medical School and University is of mutual benefit, and in this close association we find constant encouragement and incentive to attain the best. We have been guided throughout by the unceasing care and wise direction of the President of this University, and we believe that the enlightened and generous policy of the Trustees of the University and the Hospital has brought to fulfillment the wishes of the founder of this University and of the Hospital concerning the Medical School for which he provided.

Members of the Graduating Class:

In behalf of my colleagues and for myself I congratulate you upon the satisfactory completion of a prolonged period of liberal and professional study in preparation for your chosen career.

You, with the class which preceded you, came to us when you could not see plainly the end from the beginning, trusting in assurances held out to you for the future. You have participated in the establishment of this Medical School. This circumstance imparts peculiar interest and intimacy to your relations with us.

It is during this formative period that the impress of students' ideals and conduct upon the inner life of a university is most distinctly felt and that traditions are formed which may powerfully influence the future health and vigor of the institution. That your influence upon this inner life has been for good, we feel assured. During all these four years we have been stimulated by your diligence, enthusiasm, ability and desire for knowledge, and we appreciate your hearty cooperation with our efforts. We, your teachers, have acquired more than a teacher's interest in you. Intimate acquaintance has led to genuine friendship, and we do not doubt that we shall have occasion to feel a personal pride in your future good work. You go forth with the best wishes and high expectations of all of us.

You have acquired some knowledge of the fundamental principles of medical science, some practical familiarity with the nature and treatment of disease and injury, the ability to use the instruments of your profession, and, above all, I trust, correct methods of work and a trained scientific spirit of investigation. Of the entire contents of the science and art of medicine you have, however, learned relatively only a small part, but you are now in position to increase your knowledge through your own individual efforts and through experience to acquire wisdom.

Such a training as you have received should enable you to derive satisfaction of a high order in the pursuit of your profession, a satisfaction not to be obtained from its practice merely as a trade and means of subsistence. The scientific physician of to-day finds intellectual pleasures, as never before, in the study of the science and the practice of the art of medicine, and this scientific interest is dignified and enhanced by the power, ever increasing, of doing good to others through the relief of pain and suffering. To the ranks of this noble and useful profession we now welcome you.

Mr. President :

In the name of the Medical Faculty I have the honor to present to you twenty-two candidates whom we recommend for promotion to the degree of Doctor of Medicine in this University. All, after receiving a liberal education indicated

by a degree in arts or science and fulfilling all of our requirements for admission, have spent four years in the study of medicine and have satisfactorily completed the course in this University.

LIST OF STUDENTS RECEIVING THE DEGREE OF DOCTOR OF MEDICINE.

WILLIAM STEVENSON BAER. A. B., Johns Hopkins University, 1894. Baltimore.

WILLIAM JEPHTHA CALVERT. A. B., University of Kentucky, 1893; Graduate Student, Kentucky State College, 1893-94. Lexington, Ky.

PATRICK JOSEPH CASSIDY. A. B., Yale University, 1894. Norwich, Conn.

JOHN WILLIAMS COE, JR. Ph. B., Yale University, 1893. Meriden, Conn.

PERCY MILLARD DAWSON. A. B., Johns Hopkins University, 1894. Montreal, Canada.

ARTHUR WELLS ELTING. A. B., Yale University, 1894. Upper Red Hook, N. Y.

WILLIAM WEBER FORD. A. B., Adelbert College, 1893. Norwalk, O.

THOMAS WOOD HASTINGS. A. B., Johns Hopkins University, 1894. Morristown, N. J.

ALFRED BIRCH HERRICK. A. B., Williams College, 1894. Amsterdam, N. Y.

JAMES HALL MASON KNOX, JR. A. B., Yale University, 1892, and Ph. D., 1894. New Haven, Conn.

MILLARD LANGFELD. A. B., Johns Hopkins University, 1893. Baltimore.

GERTRUDE LIGHT. S. B., University of Wisconsin, 1894. Milwaukee, Wis.

JAMES DANIEL MADISON. S. B., University of Wisconsin, 1894. Mazomanie, Wis.

HARRY TAYLOR MARSHALL. A. B., Johns Hopkins University, 1894, Baltimore.

ROGER GRISWOLD PERKINS. A. B., Union College, 1893, and Harvard University, 1894. Schenectady, N. Y.

KATHERINE PORTER. A. B., Bryn Mawr College, 1894. Baltimore.

JOSEPH HERSEY PRATT. Ph. B., Yale University, 1894. North Middleboro, Mass.

GEORGIANA SANDS. A. B., Vassar College, 1893; Graduate Student, Barnard College (N. Y.), 1893-94. Port Chester, N. Y.

BENJAMIN ROBINSON SCHENCK. A. B., Williams College, 1894. Syracuse, N. Y.

WALTER RALPH STEINER. A. B., Yale University, 1892, and A. M., 1895; Graduate Student, Johns Hopkins University, 1892-94. Baltimore.

EMMA ELIZABETH WALKER. A. B., Smith College, 1887. Parkersburg, W. Va.

ANDREW HENDERSON WHITRIDGE. S. B., Harvard University, 1894. Baltimore.



LANE MEDICAL LIBRARY

This book should be returned on or before
the date last stamped below.

FEB 8 1957		

